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Essential Belief Statement

My main influences for wanting to teach are outstanding educators that I have encountered throughout my life. I had a teacher for two years in middle school who really encouraged me to embrace my passion for creative writing. My excellent high school teachers were too numerous to list individually, but as a whole they were creative, very knowledgeable in their content area, and cared a lot about their students. The community and environment of my high school as a whole also inspired me to become a teacher. Everyone got along well and my classmates and I really respected our teachers, who in turn built a supportive, stimulating environment for us to learn in. I remember feeling like I could walk into the classroom of any teacher I had ever had there – even some whose class I had never taken – and talk to them about a problem and they would help me. That is the kind of teacher that I want to be.

English is without a doubt my best subject, and I have always loved to read and write, so transitioning into teaching English comes naturally to me. I have always loved discussing books and drawing out the meanings in texts, so being able to teach that to a class is a dream come true to me. The content of a high school English class appeals to me the most. I think the high school setting, with so many different minds and opinions, allows for in-depth and collaborative study of literature and writing.

Because my personal strengths are in writing and language skills, I am likely to use those strengths when it comes to planning lessons and instruction. But I will need to remember that my students will have different kinds of strengths, and this could make an English class a challenge for them. I also have a “clipboard” personality, which means that I am likely to plan lessons that are structured and orderly. But because many English lessons are centered around discussions and writing assignments, both of which are creative and unpredictable, there has to be a certain level of spontaneity so that students have the freedom to explore their ideas.

I am expecting that teaching is going to be both extremely challenging and overwhelmingly rewarding. All I have wanted to do for the past three years is teach, so I have a feeling that once I am finally in the classroom, I am going to feel like everything is falling into place and that I have finally achieved what I want. I still have fears, though. I am scared that I will not be able to affectively handle difficult discipline situations, and I also have a tendency to feel like I am not good enough, so I worry that I will never measure up to the kind of teacher I want to be.

I have a lot of high hopes and expectations for this class. I am really excited to learn how to make lessons plans, because I have been worrying about those for a while. I’m also expecting to leave Practicum feeling a lot more prepared to be a teacher, and I think this class will give me more information about how to build a curriculum and instruct my students. I think this class is going to answer a lot of my lingering questions about teaching and help me become much more confident in my abilities as a future educator.